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ABSTRACT

A policy for the evaluation of certificated employees adopted by the Sheridan Board of Education on July 12, 1983 is presented. The evaluation plan begins with a 17-item "we agree" statement which enumerates the responsibilities and job-related needs of teachers. The purpose, rationale, and objectives of the evaluation plan are based on the responsibilities and needs identified in the "we agree" statement. The procedural and general guidelines describe the frequency and type of evaluations to be performed, and the ratings which are to be used in the evaluations. Specific guidelines describe desirable behaviors and list indicators of those behaviors for goals in the following areas: (1) high expectations for students; (2) time on task; (3) instructional effectiveness; (4) monitoring and feedback of student progress; (5) classroom organization and management; and (6) professional responsibilities. One goal and one behavior are presented in each area. Forms provided are an observation sheet, a rating scale, and a teacher/principal goal-setting worksheet. Article XI on teacher evaluation from the Master Agreement between the Sheridan Board of Education and the Sheridan Educator's Association is included. (DC)

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ED238102

Certificated Employee Evaluation Handbook

Sheridan School District No. Two

EA015919

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Adopted by Board of Education July 12, 1983

SHERIDAN SCHOOL DISTRICT NO. TWO

WE AGREE STATEMENT

1. Sheridan School District expects high standards of teacher performance.

2. The district shall strive to provide an environment in which the employee can be successful.

3. Teacher performance is higher when district expectations are clearly understood.

4. The Sheridan School Board expects a thorough evaluation of teachers.

5. An evaluation system is based on the teacher's role in the improvement of instruction, and also as one factor among several that the Board may in its discretion consider in its employment decision.

6. Teachers need to receive inservice in the evaluation system.

7. The educational program is best developed when teachers are consulted about its goals and objectives.

8. Teacher performance improves under conditions where they are treated with dignity and in a professional manner.

9. Positive reinforcement is more desirable than negative reinforcement, but administrators must from time to time document and discuss with the individual teacher deficient performance.

10. Teachers want to make sound judgement decisions.

11. Teachers want to be trusted.

12. Teachers are encouraged to develop successful teaching techniques by experimenting with alternatives which incorporate strengths and eliminate weaknesses.

13. Teachers want to do their job well and strive to improve.

14. Teachers are expected to exhibit initiative, self-control and self-discipline.

15. Staff is encouraged to make suggestions.

16. Every student has a right to receive the best instruction possible.

17. Administrators and teachers work together to overcome conflicts inherent in supervisory relationships.

FROM THE "WE AGREE" STATEMENTS, THE FOLLOWING WAS DEVELOPED:

PURPOSE

The purpose of the evaluation plan for Sheridan School District No. Two staff is to provide a process which will maximize teacher effectiveness and enhance professional growth related to the improvement of instruction.

RATIONALE

The rationale for evaluation is based on the following beliefs concerning human nature:

- Teachers want to do their job well and strive to improve.
- Teachers perform best under conditions where they are treated with dignity and in a professional manner.
- Positive reinforcement is better than negative.
- Teachers exhibit initiative, self-control, and self-discipline when encouraged to do so.
- In order for growth to occur, individual strengths must be recognized.
- Mutually developed goals increase motivation.

OBJECTIVES

The process of evaluation is aimed to work toward:

- Clarifying instructional effectiveness.
- Improving instructional performance.
- Fostering job satisfaction.
- Providing high quality instruction to students.
- Developing a clear understanding of how well the teacher is performing.
- Providing information that is more diagnostic than judgemental.
- Establishing realistic job targets.
- Utilizing specific criteria so results may be observable.
- Providing information to the administration and Board of Education concerning the teacher's performance.

THE PROCEDURE

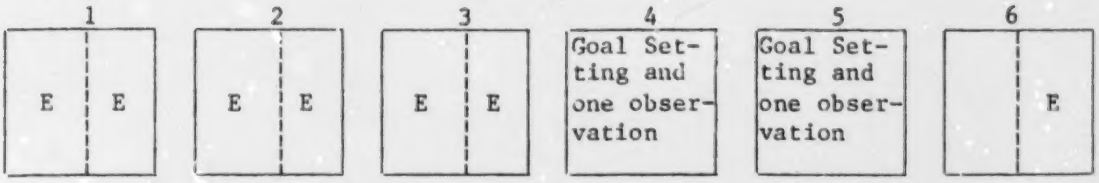
A minimum of two observations, of not less then 20 minutes, must precede each formal evaluation. Conferences may or may not follow each observation.

Observation notes may be of a narrative nature. The prinicpal may or may not provide a copy of the notes to the teacher.

Evaluation for tenure teachers will take two forms. One will be the evaluation instrument, to be used at least every three years; the other method will be the Goal Setting Process. However, a tenure teacher may be evaluated with the instrument at any time the principal feels is necessary.

Principal and Superintendent will determine the cycle for tenure teachers.

The cycle is below.



GENERAL GUIDELINES

Rating is based on the indiviudal teacher's performance, not a comparison with other teachers.

The following rating form will be used:

(4) VERY GOOD - Very good means that the teacher had exceeded the requirements of his/her position throughout the rating period. The employee has produced above and beyond what is required of a fully competent person in this position.

(3) SATISFACTORY (above average) - Satisfactory means that teacher consistently meets the requirements of his/her position in a satisfactory manner throughout the rating period. By this standard the teacher has produced what can reasonably be expected of a competent person in the position.

(2) FAIR (average) - Fair means the teacher usually meets the requirements of his/her position, and/or performs below what is expected. The teacher is to be told why a "FAIR" rating is given and is to be encouraged to strive for a higher rating. If a teacher is rated "FAIR" in most of all categories, he/she is to be warned that improvement is required.

(1) IMPROVEMENT NEEDED - Improvement needed means the performance of a teacher does not meet the expectations for his/her position, and hence performs below the average. An IMPROVEMENT NEEDED evaluation indicates a definite need for a discussion between the teacher and his/her principal regarding the shortcomings of the teacher. Concrete suggestions on how to improve MUST accompany this rating. These suggestions should also be tied to a time line.

SPECIFIC GUIDELINES

The following Goals, Behaviors, and Indicators are guidelines to be used in the teacher evaluation process.

I. GOAL: HIGH EXPECTATIONS

BEHAVIOR: Teacher holds high, but realistic, expectations for student performance.

INDICATORS:

a. There is appropriate use of rewards, praise and appreciation of students for academic success.
b. Teacher treats all students in ways which emphasize their success and potential rather than those which focus on their failures and shortcomings.
c. Teacher communicates standards of acceptable quality of work and behavior.
d. Pupils are encouraged to go beyond the textbook and curriculum seeking information through a variety of resources.

II. GOAL: TIME ON TASK

BEHAVIOR: Students are actively involved in, or attending to learning tasks which are at appropriate level to insure high rates of success.

INDICATORS:

a. Teacher monitors engaged or on-task behavior during the in structional period and provides correctives where engaged rates are low.
b. Teacher models efficient methods by starting class on time and continuing with instruction until the end of the period.
c. Teacher organizes the classroom to promote a smooth flow of events with minimum confusion or waste of time.
d. Teacher gives directions for shifting from one activity to another with clarity and simplicity.

III. GOAL: INSTRUCTIONAL EFFECTIVENESS

BEHAVIOR: Teacher utilizes appropriate techniques which promote high success and high achievement level for students.

INDICATORS:

a. Teacher provides opportunities for active student participation.
b. Teacher uses the questioning/feedback process in a manner which provides for individual student and intellectual challenge.
c. Teacher effectively uses a variety of instructional strategies and materials to better meet the individual needs of students.
d. Assignments follow appropriate introduction and instruction focuses on a perceivable objective.
e. Teacher utilizes and follows district approved curriculum guides and appropriate instructional materials.
f. Teacher explains assignments and gives directions clearly and concisely.
g. Teacher moves around the room to insure high level of student involvement.
h. Teacher spends major portion of class time on direct instruction.
i. Students are motivated before and/or during the lesson.
j. Students are given the opportunity to practice or apply skills taught in the lesson.

IV. GOAL: MONITORING AND FEEDBACK OF STUDENT PROGRESS

BEHAVIOR: Prompt, on-going review and evaluation of a student's work with feedback is given by the teacher. The effective teacher will teach, then test for learning and provide extra help as appropriate.

INDICATORS:

a. Teacher uses diagnostic information to plan student's program.
b. Frequent progress checks are made of each student's work, leading to modification in assignments when necessary.
c. Teacher keeps parents well informed on pupil's progress
d. Pupils are kept aware of learning objectives for each lesson or course and their individual progress is related to those objectives.
e. Teacher evaluates and returns class work and/or homework that students are required to hand in.

V. GOAL: CLASSROOM ORGANIZATION AND MANAGEMENT

BEHAVIOR: The managerial skills of the teacher are such that student involvement is high and disruptive student behavior is minimized.

INDICATORS:

a. Teachers are in control from the moment the first students arrive in the classroom.
b. Teacher systematically teaches classroom rules (e.g., explain the rules, have them modeled, give standards for unacceptable behavior, give students an opportunity to practice the desired behavior, indicate the consequences of not following the rules.)
c. Teacher promotes an effective system of student responsibility and accountability.
d. Teacher constantly monitors students and immediately follows through with consequences for those who do not comply with rules or procedures.
e. Students are taught to work independently, or with others, with a minimum of adult supervision.
f. Teacher promotes a classroom environment that is perceived by the students as fair, reliable, and based on clear rules.
g. Discipline in the classroom is unobtrusive, with quiet reprimands rather than shouting, with a focus on good behavior rather than distruptive acts, but with swift action to deal with distruption when this is necessary.
h. Teacher makes it clear that it is the student's behavior, not the student's themselves, that are unacceptable.
i. Teacher defines student responsibilities in positive terms, emphasizing expectations, growth, progress, excellence and effort.
j. The physical environment, controllable by the teacher, is conducive to learning (e.g., lighting, heat, ventilation, room arrangements, neatness, etc.).

VI. GOAL: PROFESSIONAL RESPONSIBILITIES

REHAVIOR: The teacher is compatible with the goals and objectives of the school system.

INDICATORS:

a. Takes part in school activities and responsibilities.
b. Is cooperative and harmonious with co-workers
c. Complies with policies, rules and regulations of the school district.
d. Is able to adjust constructively to frustrations and unpleasent situations.
e. Sets a good example for the pupils.
f. Demonstrates evidence of professional growth.
g. Uses discretion in communicating information gained from professional endeavors.
h. Teacher uses chain of command in resolving problems.

OBSERVATION

DATE: _____

FROM: _____ TO _____(TIME)

TEACHER: _____ SUBJECT: _____

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_____ If checked, please see me at your earliest convenience.

_____ If checked, see me only if you have questions or concerns.

This is quoted from the Master Agreement between the Sheridan Board of Education and the Sheridan Educator's Association.

ARTICLE XI: TEACHER EVALUATION

A. Probationary Evaluation

1. Considering the need of the school district to retain competent certificated personnel, it is considered most important that the building principals provide proper supervision, evaluation, and assistance to new teachers. The first three years of teaching experience in the school district are a probationary period during which time the building principal shall provide careful individual guidance and leadership.

2. The principal of each school shall provide for a minimum of two evaluations each year (once before December 1 and March 1). The principal must do the individual teacher evaluations for all probationary teachers. The principal shall properly fill out district-provided evaluation forms for staff members prior to the time of all evaluation conferences for each probationary teacher each year. The teacher shall retain one copy, the principal one copy and the third is to be directed to the Administration.

3. Notification of nonrenewal of probationary teachers shall be made in accordance with statutory requirements.

4. Nothing in this Artical shall be deemed to be or shall be construed as limiting or conditioning the statutory rights of the School District to carry out or effect nonrenewals in accordance with statute.

B. Tenure Evaluation

Formal evaluation of tenure teachers shall follow the procedures outlined in Article XI-A-2, except that evaluation shall take place a minimum of once every third year or more often at the discretion of the building principal or the administration.

C. Evaluation of Teacher Who Are Transferred from One Building to Another.

Evaluation of transfer teachers shall follow the procedures outlined in Article XI-A-2, except that evaluation shall take place one before March 1 of the transfer year.

SHERIDAN SCHOOL DISTRICT NO. TWO
TEACHER EVALUATION

TEACHER: _____

RATING SCALE

4 - VERY GOOD
3 - SATISFACTORY (above average)
2 - FAIR (average)
1 - IMPROVEMENT NEEDED

OBSERVATION DATES

_____
_____

____ I. HIGH EXPECTATIONS
____ II. TIME ON TASK
____ III. INSTRUCTIONAL EFFECTIVENESS
____ IV. MONITORING AND FEEDBACK OF STUDENT PROGRESS
____ V. CLASSROOM ORGANIZATION AND MANAGEMENT
____ VI. PROFESSIONAL RESPONSIBILITIES

PRINCIPAL: _____ DATE: _____

TEACHER: _____ DATE: _____

My signature acknowledges receipt of this evaluation. It does not necessarily indicate my concurrence with it. I understand that if I disagree with this evaluation that I have the right to respond in a written statement and to have that statement included in my personnel file.

All goals rated FAIR or IMPROVEMENT NEEDED must be accompanied by written suggestions for improvement. However, principals are encouraged to address strengths also.

Probationary: December 1 and March 1 Tenure: March 1 (every third year, minimum)

Original: Personnel Copy: Principal Copy: Teacher Copy: Superintendent

SHERIDAN SCHOOL DISTRICT NO. TWO
TEACHER/PRINCIPAL GOAL SETTING

YEAR: _____

TEACHER: _____ POSITION: _____

PRINCIPAL: _____ BUILDING: _____

Prior to October 1 the teacher and principal mutually agree upon a goal and indicator to be strengthened or emphasized during the coming year. If more than one goal or indicator is to be emphasized, use additional forms. A final conference prior to May 30th is required.

A. DESIRED OUTCOMES - What goal and indicator is to be emphasized?

B. RATIONALE - Why do you want to work on this area?

C. ACTION PLAN - What is your plan? How are you going to do it?

D. EVALUATION - What criteria will you use to evaluate whether or not you have completed your plan?

E. TEACHER COMMENTS:

F. PRINCIPAL COMMENTS:

TEACHER'S SIGNATURE	PRINCIPAL'S SIGNATURE	DATE (October 1
TEACHER'S SIGNATURE	PRINCIPAL'S SIGNATURE	DATE (May 30)

Original: Personnel (after final conference in May) Copy: Teacher Copy: Principal